



# Safer Internet Challenge

with



In partnership with...



The Safer Internet Day Challenge is free for all schools and families to use throughout February and March! It has been co-produced by The Education People's Online Safety team (Education Safeguarding Service) and Kent Children's University. Do share these ideas with other people and if sharing online please use the hashtags:

#SaferInternetDay #SID2022 #TEPSIDChallenge



SAVE the DATE

Safer Internet Day

2022 | Tuesday  
8 February

[www.saferinternetday.org](http://www.saferinternetday.org)



For more information about this Safer Internet Challenge please visit [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk) or email [kcu@theeducationpeople.org](mailto:kcu@theeducationpeople.org).

*This Challenge ends on 31st May 2022*

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# Safer Internet Challenge

## What is Safer Internet Day?

Safer Internet Day is celebrated globally in February each year to promote the safe and positive use of digital technology for children and young people, and to inspire a national conversation about using technology responsibly, respectfully, critically, and creatively. Co-ordinated in the UK by the UK Safer Internet Centre, Safer Internet Day is celebrated in over a hundred countries coordinated by the joint Insafe/INHOPE network, with the support of the European Commission, and national Safer Internet Centres across Europe.

Safer Internet Day 2022 will be celebrated on 8th February with the theme **'All fun and games? Exploring respect and relationships online'**.

From gaming and chat, to streaming and video, young people are shaping the interactive entertainment spaces they are a part of. Safer Internet Day 2022 celebrates young people's role in creating a safer internet, whether that is whilst gaming and creating content, or interacting with their friends and peers.

The Education People passionately believes that with the right support, and by working together, they can improve the life chances of all children and young people in Kent and beyond. They know that their success depends on the relationships they forge. That is why their strapline is 'Better Together' because they know it is all about them supporting young people to deliver the things that matter.

The Education People's Kent Children's University (Outdoor Learning) and the Online Safety (Education Safeguarding Service) teams have worked together to provide this Safer Internet Day Challenge. To find out more about their services, please visit [www.theeducationpeople.org](http://www.theeducationpeople.org)



In partnership with...

**THE EDUCATION PEOPLE**

Safeguarding



For more information about this Safer Internet Challenge please visit [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk) or email [kcu@theeducationpeople.org](mailto:kcu@theeducationpeople.org)

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# Safer Internet Challenge

## For Children's University members

You can earn Learning Credits for this Safer Internet Challenge. You will earn at least 0.5 Learning Credit for each completed activity. Evidence could be the Safer Internet record sheet with photographs, videos, completed worksheets, Learning Logs, Word documents, Powerpoint presentations etc. Please see below information for how to collect the Learning Credits.



If you are not part of Kent Children's University but would like to find out more, please turn to the back of this pack. If your child would like to earn Learning Credits with us, you can download a temporary Passport to Learning from [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk) We can always transfer them to a real Passport to Learning in the future.

### How to receive Learning Credits from Kent Children's University

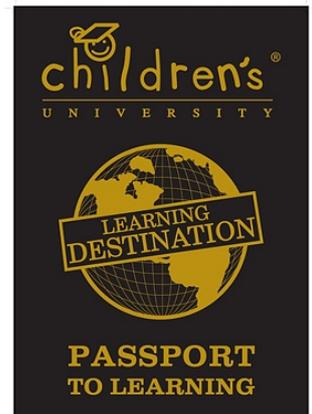
Please return any evidence to Kent Children's University by Tuesday 31st May 2022.

Email: [kcu@theeducationpeople.org](mailto:kcu@theeducationpeople.org) or Post:

Kent Children's University, The Education People, Bewl Water Outdoor Centre, Bewlbridge Lane, Lamberhurst, Kent, TN3 8JH.



Please only send evidence upon completing all the activities you wish to complete. You can find examples of how to submit evidence on [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk)



LEARNING CREDIT NOTE			
CREDITS TO:		DATE:	
PLEASE ADD THE FOLLOWING INFORMATION TO YOUR PASSPORT TO LEARNING			
DATE	HOUR(S)	ACTIVITY	STAMP OF APPROVAL



KENT CHILDREN'S UNIVERSITY™

email: [kcu@theeducationpeople.org](mailto:kcu@theeducationpeople.org)  
 Website: [www.kentchildrensuniversity.co.uk](http://www.kentchildrensuniversity.co.uk)

Original evidence will be posted back to you along with Learning Credit Codes; which will be sent to your child in a letter, for them to transfer in to their Passport to Learning.

### Why not earn extra Learning Credits with Children's University?

There are thousands of Learning Destinations and Partners across the country, as well as at-home learning opportunities. Take a look at our website for more information:

[www.childrensuniversity.co.uk](http://www.childrensuniversity.co.uk)



For more information about Kent Children's University please visit

[www.kentchildrensuniversity.co.uk](http://www.kentchildrensuniversity.co.uk) or email [kcu@theeducationpeople.org](mailto:kcu@theeducationpeople.org)

[www.facebook.com/KentChildrensUniversity](https://www.facebook.com/KentChildrensUniversity)



# Safer Internet Challenge

## Record Sheet

Complete an age-appropriate #SaferInternetDay quiz

Design an online gaming mascot

Create a respectful relationships recipe

Complete the "Gaming and Me" worksheet

Design an "All Fun and Games" poster

Have a family debate about online gaming

Recommend an online game

Survey your friends' and family's online gaming habits

Design your own online game

Create a Family Online Safety Agreement

Many of these ideas have come from the UK Safer Internet Centre and Childnet.

If you are part of Kent Children's University, you will **earn at least 0.5 Learning Credits** for each activity completed.

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# Safer Internet Challenge



Complete an age-appropriate #SaferInternetDay quiz



The Safer Internet Centre has created three quizzes all about staying safe when online gaming. They have been placed in age-appropriate groups so you can find the quiz for you straightaway.

You can download the quizzes from [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk) or complete them online via the links below:

7- to 11-year-olds - <https://saferinternet.org.uk/sid-quiz/7-11>

11- to 14-year-olds - <https://saferinternet.org.uk/sid-quiz/11-14>

14- to 18-year-olds - <https://saferinternet.org.uk/sid-quiz/14-18>

Keep a record of how you do but most importantly think about what you have discovered from completing the quiz.

**Safer Internet Day 2022 Quiz for Ages 7-11**  
▶ Answer the questions then use the answer sheet to find your score!

**1** Keanu is watching a livestream of one of his favourite YouTubers gaming. During the stream, the YouTuber makes rude comments about another streamer and suggests that everyone goes and spams them with snake emojis "just as a joke". What should Keanu do?  
A. Join in and post the emoji on the chat on the other streamer's channel  
B. Ignore the instruction  
C. Message his favourite YouTuber privately to let them know this isn't okay

**2** Mae is playing an online roleplay game when another player starts following her around in the game and asking for her personal information. What should Mae do?  
A. Turn it into a game and run away from the other player for as long as possible  
B. Tell an adult about what's happening, then report and block the other player  
C. Message some of her friends and start spamming the other player with messages in return

**3** Yasmeen is trading on her favourite game when another player offers her a purple invisibility potion, but only in exchange for a green crystal. Yasmeen doesn't have a green crystal, but really wants the potion. What should Yasmeen do?  
A. Admit she doesn't have the crystal, but offer something else of equal value instead  
B. Agree to the trade then sneakily gift the other player another item instead  
C. Spend ages trying to find a green crystal she can trade for the potion

**4** Tyler is playing in a team online with one of his friends from school. They're in a difficult match and Tyler can hear his friend getting more and more frustrated over his headset. When they lose, his friend loses his temper and there's a loud noise before he disconnects from the game. What should Tyler do?  
A. Wait until his friend is next online then make a joke about him rage quitting  
B. Give his friend some time to cool off then send him a supportive message  
C. Suggest they don't play that game again as it's too tricky

**5** Ishaan is online with a group of friends, but knows he needs to log off soon to finish his chores. When he messages them to say goodbye, they all try to convince him to stay. Ishaan hates saying no to his friends and doesn't want to miss out on the fun. What should Ishaan do?  
A. Log off for now but agree another time when they can all play together  
B. Focus on having fun and forget about his chores  
C. Lie to his friends and tell them his internet is broken so they don't think he's ignored them

Safer Internet Day 2022 UK Safer Centre

**Safer Internet Day 2022 Quiz for Ages 11-14**  
▶ Answer the questions then use the answer sheet to find your score!

**1** Mona has a friend online who she normally gets on with really well. Recently their friendship hasn't been so good. Mona's friend makes jokes about her to other people, but always seems to focus on things that Mona finds particularly hurtful. When Mona asks them to stop, they say she is being too sensitive. What should Mona do?  
A. Unfriend, report and block. This is bullying and is not okay  
B. Start doing the same back to see how they like it  
C. Just ignore it - it's probably just a misunderstanding

**2** George has been playing games and chatting with another player for a year, when they reveal that they're visiting his hometown for a family holiday and ask if he'd like to meet up in person. What should George do?  
A. Ask them to send him a photo or go on a video chat so he can double-check that they are who they say they are before agreeing to meet up with them  
B. Tell a trusted adult about it and decide what to do next together  
C. Agree a time and place to meet up with them - he has been talking to them for ages and knows he can trust them

**3** Yaz and Jake join a new server on an online game together. After a while, Yaz has to log off but Jake continues playing. Some of the other players on the server make unkind comments about Yaz and how rubbish female players are. What should Jake do?  
A. Stand up for Yaz and let the other players know that they're in the wrong  
B. Leave the server and find a new one to join  
C. Ignore them - at least they had enough respect not to say it to Yaz's face

**4** Tomas has been a big fan of his favourite streamer since the very beginning and has always been an active part of the community, even when there were only 20 regular viewers! But as the streamer's audience has grown, the community has felt more and more toxic. What should Tomas do?  
A. Report and block accounts who aren't following the community rules in the live chat  
B. Complain to the streamer that the community has changed  
C. Start a smaller, more exclusive community for the original fans on another platform

**5** Mikayla is part of a group chat where people from her school share memes. It started off as a bit of fun, but the memes feel more and more targeted. Meena, also in the chat, suggests some of the memes being shared are discriminatory, and Mikayla is starting to agree. What should Mikayla do?  
A. Get over it. The memes are meant to be funny and stereotypes are just a laugh  
B. Take screenshots of the group chat and post a public video on social media naming and shaming the people taking part  
C. Message Meena directly and suggest they talk together to a friendly teacher at school

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If you are part of KCU, you will earn **0.5 Learning Credits** for completing a Safer Internet Day quiz. Evidence could be a copy of the quiz, screenshot of the results and an evaluation of what you learned.



# Safer Internet Challenge

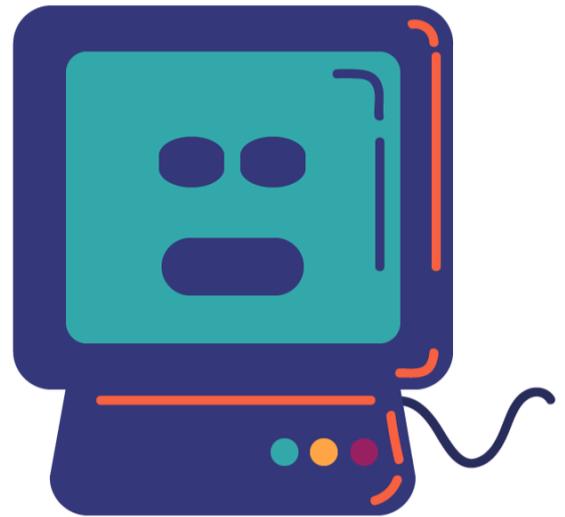


## Design an online gaming mascot



When you play an online game, what features have you seen that help to keep young people safe?

We would like you to think that you work for an online gaming company. You need to design an online gaming mascot who will act as an online guide to people gaming and chatting online. This mascot needs to help make gaming chats more respectful and safe.



When designing your mascot, you will need to consider the following:

- The mascot's username
- What the mascot looks like
- When or how the mascot will appear to users (e.g. at the beginning of the game, every time they use the chat, etc.)
- 5 key online safety messages around making gaming chats respectful and safe that the character will deliver.

My Gaming Guide

When/how they will appear		Key advice ★ ★ ★
Key advice ★ ★	My Gaming Guide's Name	



If you are part of KCU, you will **earn 1 Learning Credit** for designing an online gaming mascot. Evidence could be your design and considerations.



# Safer Internet Challenge



## Create a respectful relationships recipe



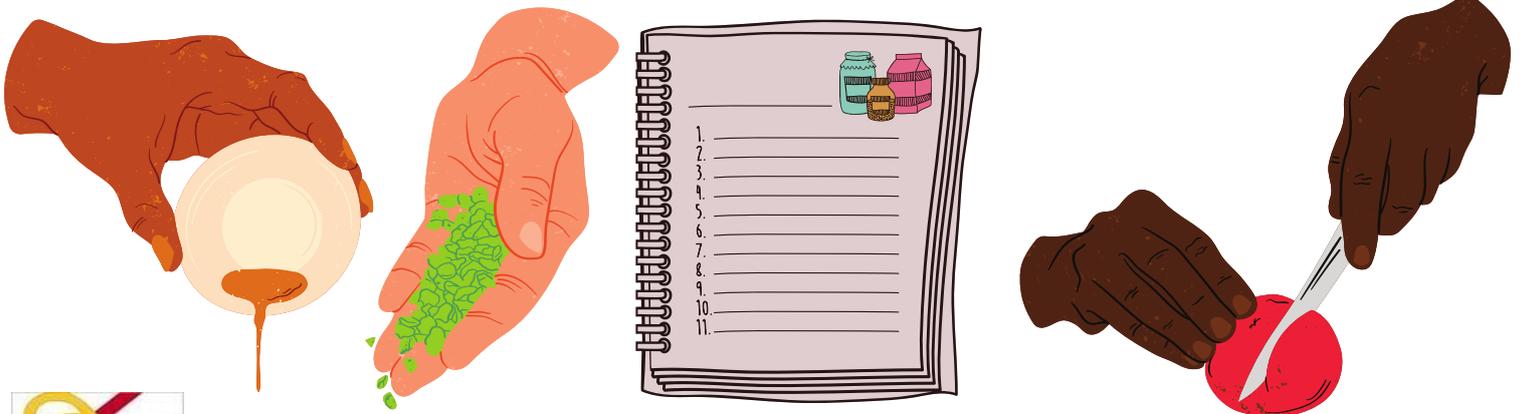
Understanding what makes respectful and healthy relationships is an important part of staying safe online so we are asking you to create your own recipe to help others create the perfect online space.

What are the "ingredients" for happy and healthy relationships offline? i.e. What is it about your relationships with your family and friends that make them special?

The ingredients for respectful relationships offline are what you need online too! These are the ingredients that will help make the internet a kinder, happier, healthier place for everyone.

Have you ever done something kind online, or something that made others happy? What was it?

Try and add 5 - 10 ingredients and think about making your 'measurements' varied and descriptive. E.g. a large handful of, a small spoonful of, a pinch of... etc.



If you are part of KCU, you will **earn 1 Learning Credit** for creating a respectful relationships recipe. Evidence could be your recipe and illustrations.



# Safer Internet Challenge



## Complete the "Gaming and Me" worksheet



An important part of staying safe online is being able to reflect on and assess the role that digital media plays in your life and give clear examples of where it benefits your lifestyle. For this activity, we would like you to complete the Safer Internet "Gaming and Me" worksheet then use it as a prompt for discussions about the inclusivity of online spaces.

When you have completed the worksheet, have a conversation with your parent/carer, friends and/or siblings. How different or similar do you think your responses would be to those of your friends or siblings? Why do you think this is?

Don't forget, different people enjoy gaming in many different ways - there is something for everyone.



**Gaming and me**

Gaming makes me feel: (Draw an emoji)

Circle all of the ways you enjoy or used to enjoy gaming

CONSOLE    HANDHELD CONSOLE    DESKTOP PC    LAPTOP    TABLET    MOBILE PHONE

Any other platforms / sites that you play or used to play games on? Write them here:

How often do you play games each week? You could write it in the amount of hours, a rough estimation, etc.

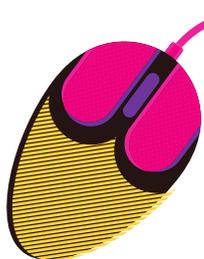
What is / was your favourite game? E.g. genre (shooter, puzzles, etc.)

What do you enjoy most about playing games? If you don't enjoy playing games anymore, or never did, why is this?

How do / would you prefer to play games? Tick your preference.

By yourself?  With others?

Give one top tip for positive gaming.



If you are part of KCU, you will **earn 0.5 Learning Credits** for completing the "Gaming and Me" worksheet and having a conversation with others. Evidence could be the worksheet and notes from conversations.



# Safer Internet Challenge



## Design an "All Fun and Games" poster



When it comes to online gaming in a fun, healthy and respectful way, every word that gets out there can influence someone – every single word – in a good way or bad way. Let's change this to only focus on positivity.

What rules could you create to help others to be kind and a positive influence to gaming online?

### How to make your poster:

**Step 1:** Write your positive messages

**Step 2:** Decide on the size of paper you will use. Posters are large print documents designed to grab attention.

**Step 3:** Design your poster layout. Your audience needs to take in the message of your poster at a glance.

**Step 3:** Choose your graphics. Will you draw them yourself or use online graphics (don't forget to check for copyright when using other people's images)

**Step 4:** Use colour in your poster.

**Step 5:** Include text into your poster.

**Step 6:** When you have created your poster, take it to your school or a local community group/venue such as a library.



If you are part of KCU, you will **earn 0.5 Learning Credits** for creating an "All Fun and Games" poster. Evidence could be a copy of your poster sent to KCU.



# Safer Internet Challenge



**Have a family debate about  
online gaming**



## Online gaming – is it all fun and games?

That's the question we would like you to debate with your family. Before the debate we would like you and your parents/carers and siblings to write their own questions too.

Examples of the sort of questions you might discuss or use to help you create your questions include:

Is there more to gaming than just 'fun and games?'

Are there other benefits to gaming?

Does gaming ever cause more trouble than it's worth?

Is gaming for everyone?

A lot of competitive gaming features 'banter' and 'trash talk' between players – is this an issue?

Are gaming communities welcoming or not?



If you are part of KCU, you will **earn 1 Learning Credit** for creating debating questions and discussing "Online gaming - is it all fun and games?" Evidence could be an overview of the conversations had.

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# Safer Internet Challenge



## Recommend an online game



We are asking learners and their families to be gaming experts by recommending a favourite game played in their household to others in family, friendship group, school or Kent Children's University.

Complete the Safer Internet Day's Recommendation Form and share it with us, as well as one of the groups suggested above. It will be interesting for us to view and share your recommendations with others.



 **We recommend:** 

Name of game: \_\_\_\_\_ Age rating: \_\_\_\_\_

 Why are you recommending this game? What do you like about it?

 Draw something from the game. E.g. logo, character, scene, etc.

 What is your safety tip for new players?

Do you play with other people on this game? (Tick all that apply)

No, there is the option to play alone 

Yes, there is the option to play only with people you know 

Yes, there is the option to play publicly with anyone else on the game 

Yes, there is the option to play with family or friends who are with you on the same device 

Do you have to pay for this game?

No, it's free 

Yes, you have to pay 

Can you buy things in the game using real money?

No 

Yes 



If you are part of KCU, you will **earn 0.5 Learning Credits** for per recommendation given (maximum of 8 recommendations). Evidence could be the recommendation sheet and any other information.



# Safer Internet Challenge



## Survey your friends' and family's online gaming habits

We would like you to create your own survey about people's online gaming experiences then use it to talk to as many family and friends as you can. What questions might you want to ask when looking at how people play games online?

Once you have collected the results, we would like to see if you can turn some of the questions/answers into an analysis or charts (such as bar graphs or pie charts).

The surveys are completely anonymous but we are very keen to learn more about people's online experiences.



When creating your questions, it is helpful to give people some answers to help them in responding? For example, you could ask how old someone is then give them options such as 5-7, 7-11, 11-16, 16+ years old.

When looking at the results, do you think that there is enough information out there to play online games safely?

Did anything surprise you when you looked at the results?



If you are part of KCU, you will **earn 1 Learning Credit** for surveying family and friends about their online gaming experiences. Evidence could be the observations, analysis and/or results from the survey.

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# Safer Internet Challenge



## Design your own online game



We are challenging you to design your own online game concept that is specifically about forming and sustaining respectful relationships.

You could use the template below or credit your own! We are looking for really creative and inspirational ideas that we can share with the UK Safer Internet Centre.

### Do you have a great game idea you want to share?

Then BAFTA's Young Game Designers is for you!

Enter BAFTA's competition for a chance to win a BAFTA YGD Award, along with once-in-a-lifetime experiences with top game makers + industry professionals.

If you're 10-18 years old, BAFTA's Young Game Designers opens a world of creative opportunities and supports you on your journey into making great games.

The 2022 YGD competition is now open.

**BAFTA competition deadline:**  
14th March 2022

Visit <http://ygd.bafta.org/> for more information.



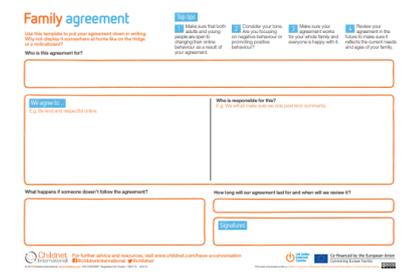
If you are part of KCU, you will **earn 1 Learning Credit** for your game design. If you enter the BAFTA competition, you will earn another **1 Learning Credit**. Evidence could be the design and/or BAFTA entry.



# Safer Internet Challenge



## Create a family online safety agreement



Work together as a family and use one of the Childnet templates on [www.kcuchallenges.co.uk](http://www.kcuchallenges.co.uk) to create a Family Online Safety Agreement.

A family agreement is a great way to start a conversation with your whole family about how you all use the internet, and to start discussions together around how to behave in a positive way when online, whether this is at home, at school or at a friend's house.

Childnet's family agreement provides a list of things to consider when creating a family agreement, and some examples to get you started. An agreement template is also provided to help families set clear expectations for positive and safe internet use.

[For more information about how to put the family agreement into practice visit this Childnet blog.](#)

**NOTES:** Try to focus on positive behaviours and the importance of telling an adult if they see something that makes them feel worried, upset or uncomfortable. These rules should be for the whole family, so adults need to remember to role model positive online behaviour too.



If you are part of KCU, you will **earn 1 Learning Credit** for creating a Family Online Safety Agreement. Evidence could be a copy of the agreement.

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# Safer Internet Challenge

## Keeping Children Safe Online: “GOLD”en Rules for Families

The internet is an essential part of children’s lives and can provide a range of positive opportunities. Whilst there can be risks for children and young people online, many of them use the internet regularly without coming to any harm, so it’s important for families to be realistic. Education around safe use is essential as banning the internet or specific websites, games and apps does not work and can make children feel less able to report a problem.

The following tips might help you to consider how you can help keep your family safe online.

### Ground Rules

- Discuss and agree as a family how the internet will be used in your house.
  - Start by letting your children tell you what they think is and isn’t acceptable to do online, then add your own rules and boundaries to the list.
  - Decide on what information should be kept private online, such as contact information, photos in school uniform, and agree rules for making and meeting online friends.
  - Set rules relating to use of webcams, video chat, live streaming and live voice; even when children are talking to people they already know, they can still experience risks. Find more information about live streaming at:
    - [https://www.thinkuknow.co.uk/11\\_13/Need-advice/live-streaming/](https://www.thinkuknow.co.uk/11_13/Need-advice/live-streaming/)
    - [www.childnet.com/young-people/secondary/hot-topics/video-chat-and-webcams](http://www.childnet.com/young-people/secondary/hot-topics/video-chat-and-webcams)
  - Explore how to create strong passwords and discuss how to keep passwords safe, for example not sharing them with their friends or using the same password for several accounts. For more advice on passwords, visit:
    - [www.getsafeonline.org/personal/articles/passwords/](http://www.getsafeonline.org/personal/articles/passwords/)
- Make sure your child understands that their online actions and behaviours can have offline consequences and agree on sanctions for breaking the rules.
- You might find it helpful to write ‘ground rules’ down as a visual reminder.
  - See a template ‘family agreement’ at: [www.childnet.com/resources/family-agreement](http://www.childnet.com/resources/family-agreement)
- Remember these are whole family rules, so consider your own use of the internet and lead by example. Think about how much time you spend online and consider the information you are sharing on your social networks about your children and who can see it.



# Safer Internet Challenge

## Keeping Children Safe Online: “GOLD”en Rules for Families

### Online Safety

- Install antivirus software and secure your internet connection.
  - More advice on online security can be accessed at [www.getsafeonline.org/](http://www.getsafeonline.org/)
- Make the most of the parental controls on your children’s internet enabled devices and games consoles to help restrict access to inappropriate content. They can also help you manage how much time your child spends online.
  - Do your research and select the tools which are most suitable to you, your child and the technology in your home. Find more information on parental controls at:
    - [www.internetmatters.org](http://www.internetmatters.org)
    - [www.saferinternet.org.uk/advice-and-resources/a-parents-guide](http://www.saferinternet.org.uk/advice-and-resources/a-parents-guide)
  - Set up filters on internet search engines to limit the likelihood of your children accidentally coming across inappropriate content when searching online.
  - Ensure your child understands that parental controls are in place to protect them, not restrict them; some children will actively work around parental controls if they feel constrained without knowing why.
- Read any parental guidance and safety recommendations for games, apps or websites before allowing your child to use them.
  - The following guides provide balanced information to help you make informed decisions:
    - [www.askaboutgames.com/](http://www.askaboutgames.com/)
    - [www.commonsemmedia.org](http://www.commonsemmedia.org)
- Be aware that parental control tools and filters are not always 100% effective and you can’t rely on them alone to protect your child online. It’s important to monitor and supervise your child’s online activities; where possible access should take place in a family area, but this may depend on the age and ability of your child.



# Safer Internet Challenge

## Keeping Children Safe Online: "GOLD"en Rules for Families

### Listen

- Try to maintain an open mind and positive attitude when talking with your child about the internet.
- If your child discloses an online issue or concern to you, ensure you listen to them.
  - Avoid being angry or blaming them; reassure them that they have done the right thing by telling you.
  - Take their concerns seriously; even if you feel they are overreacting or their worries are unfounded, it is important not to dismiss their feelings as this can prevent them from coming to you for help again in the future.
  - Support your child to report and block people online who may have tried to contact them or have sent them nasty or inappropriate messages or content.
  - Help your child to report to the site or service where the concern happened.
- Depending on the issue, you can report specific concerns online at:
  - Inappropriate content: <https://reportharmfulcontent.com/>
  - Terrorist content: <https://act.campaign.gov.uk/>
  - Child Sexual Abuse Imagery: <https://www.iwf.org.uk/>
  - Online Child Sexual Abuse: <https://ceop.police.uk/>
- Be alert to any changes in behaviour, language and attitude in your child that may indicate that something is upsetting them online, for example, if your child starts to withdraw from family and friends or becomes secretive about their online behaviour.





# Safer Internet Challenge

## Keeping Children Safe Online: “GOLD”en Rules for Families

### Dialogue

- Take an active interest in your child’s online activities and engage in their online world with them.
  - Ask your child which games, apps, websites or tools they like to use and why; playing together with your child can often open opportunities to discuss safe behaviour online.
  - Ask your child if they know where to go for help; do they know where to find safety advice or information about privacy settings and know how to report or block users on their games and websites.
- Make sure your child knows that they should come to you, or another trusted adult, for help if something happens online that makes them feel scared, worried or uncomfortable.
  - Talk to your child about being kind online and encourage them not to retaliate or reply to cyberbullying and to keep any evidence; you may need to show your child how to take screenshots on their device.
  - Have a look at the following links for useful tips on talking to children about online safety in an age appropriate way:
    - [www.childnet.com/parents-and-carers/have-a-conversation](http://www.childnet.com/parents-and-carers/have-a-conversation)
    - [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/talking-your-child-staying-safe-online/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/talking-your-child-staying-safe-online/)





# Safer Internet Challenge

## Websites to visit for more information:

**Think U Know:** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

The Child Exploitation and Online Protection Centre (CEOP) have a website which is suitable for children aged 5-16 and has a section just for parents/carers with advice and information.



**ChildLine:** [www.childline.org.uk](http://www.childline.org.uk)

The ChildLine website has a wide range of info and advice on both online and offline safety. There is info about online gaming, grooming and the Zipit App which helps children feel empowered when confronted with inappropriate chat online. They also provide a helpline for children to get advice over the phone: 0800 1111.

**childline**  
ONLINE, ON THE PHONE, ANYTIME

**UK Safer Internet Centre:** [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

UK Safer Internet Centre provides a wide variety of advice and guidance to help you discuss online safety with your children. There are useful checklists for privacy settings on social networks and suggestions to consider before buying devices for your children.



**Childnet:** [www.childnet.com](http://www.childnet.com)

Childnet has resources, including videos and storybooks, to help you discuss online safety with your children. It includes advice on setting up parental controls, cyberbullying and setting up a family agreement for safer internet use.

**Childnet**

**Internet Matters:** [www.internetmatters.org](http://www.internetmatters.org)

Internet Matters bring you all the information you need to keep your children safe online. It has a tool which guides you through how to set up parental controls on all the different devices in your home to protect your children.

**internet matters.org**

**Parent Zone:** [www.parentzone.org](http://www.parentzone.org)

Parent Zone sits at the heart of modern family life, providing advice, knowledge and support, to shape the best possible future for children, as they embrace the online world. They help parents develop the right skills and understanding, so that their children can discover the possibilities and opportunities available to them online.

**parentzone**  
The experts in digital family life

**NSPCC:** [www.nspcc.org.uk/keeping-children-safe/online-safety/](http://www.nspcc.org.uk/keeping-children-safe/online-safety/)

The NSPCC is here to support parents with online safety advice, and they are here for children and young people - to protect them and help them recover from abuse.

**NSPCC**

[www.facebook.com/KentChildrensUniversity](https://www.facebook.com/KentChildrensUniversity)



# Safer Internet Challenge

## What is Kent Children's University™?

Kent Children's University is part of an international charity that provides 5 to 14 year olds with access to exciting and innovative Learning Activities and experiences outside of the normal school day.

Raising children's aspirations is important to us. We celebrate achievement and reward participation through the award of Children's University certificates.

Any child, aged 5 to 14 years can join us and, when issued with a Passport To Learning, is able to take part in Validated Learning Activities and experiences at national Learning Destinations.

Each hour of Children's University Validated learning they complete brings the child closer to a Graduation ceremony held at a Kent University.

For every child that takes part in Children's University, we want the following outcomes:

- Feel they have grown in confidence and self-belief
- Enjoyed new experiences, in new places and want to keep exploring
- Believe they have a broader range of essential skills
- Feel empowered to make positive choices about their future
- See learning that is fun, aspirational and lifelong
- Feel their eyes have been opened to a multiplicity of learning activities and opportunities
- Feel celebrated for their commitment to learning by their family, school, and community.

## What is a Learning Destination?

Learning Destinations are places and organisations to which children can 'travel' with their Passport to Learning. They provide high quality learning activities and experiences with a 'wow' factor and have passed the Children's University's™ own quality assurance process. As well as being an after-school or holiday activity organised by the school, a Learning Destination can range from a museum to a farm, or from an airport to a school. There are Learning Destinations across the country. Validated sites display Learning Destination signs to demonstrate that they have been Quality Assured by Children's University.



# Safer Internet Challenge

## Recognising and rewarding participation

Children's University™ students use Passports to Learning, in which they record the number of hours of completed CU validated learning activities. Children are encouraged to progress through the national certification scheme, based on the number of hours of attendance throughout their involvement with the Children's University™.

## What does a Children's University Graduation ceremony look like?

Children's University graduation ceremonies are held at real 'grown-up' universities. Children wear real caps and gowns as they step onstage to receive their awards and certificates. It is a great evening out for the children, their families, friends, and teachers.

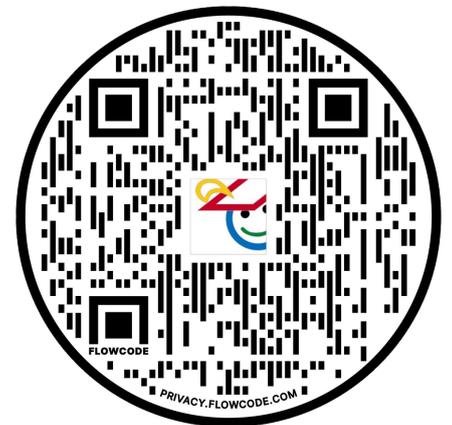
These are inspirational and memorable events that send a powerful message of encouragement to children and parents: if you enjoy doing something, and persevere at it, you can achieve great things!

Learning outside school plays a vital role in helping children's development as young learners, confident individuals, and responsible citizens - as well as being vital to their wider well-being. Children's University works hard to bring together a network of high-quality learning providers in the local area and nationally, and to engage and support children to take part.

Regardless of how far a child progresses through awards, Children's University recognises and celebrates the individual journey they took to get there: the commitment and perseverance they showed, their willingness to try new things, and the new skills and interests they built along the way.

## How can we get involved?

Check with your child's school to see if they are running or planning to run Kent Children's University. If not, we have a Family Membership model that you can look at and subscribe to via [www.kentchildrensuniversity.co.uk](http://www.kentchildrensuniversity.co.uk). This Family Membership is also open to EHE children in Kent and Medway too.





# Safer Internet Challenge

## What is the function of the Educational Safeguarding service at The Education People?

The Education Safeguarding Service is a team of qualified education professionals and registered social workers, all of whom have extensive knowledge and experience of safeguarding children.

Our role is to support schools and Early Years settings to respond to safeguarding concerns and offer advice and guidance on a wide range of safeguarding issues. We can also be commissioned to provide a range of high-quality training and a variety of review services to promote best practice and support education establishments in making children as safe as they can be.

## What is the Online Safety team responsible for?

The Education Safeguarding Service has a specific Online Safety team that are responsible for providing specific advice and supporting the delivery and oversight of online safeguarding arrangements in Kent schools, education and early years childcare settings.

The online safety team provides specific advice and guidance for Kent schools and educational settings, acting as an initial point of contact for local online safety enquiries, and developing links with relevant local and national agencies. The online safety team also provide staff training and support DSLs in promoting safe practice in line with local and national guidance.

## How can we find out more?

For more information about the Education Safeguarding Service and the services they provide, please visit: [www.theeducationpeople.org/our-expertise/safeguarding/](http://www.theeducationpeople.org/our-expertise/safeguarding/)



Safeguarding

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[www.facebook.com/KentChildrensUniversity](https://www.facebook.com/KentChildrensUniversity)



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